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ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on public safety, corrections, and judicial services, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities covering criminal and civil justice, the job families (law enforcement, fire protection, probation and parole, courts, and corrections), functions and duties of the job families, career ladders in each, and qualifications and requirements. Additional teacher's pages are inserted throughout. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 663. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

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Public Safety, Corrections, and Judicial Services

A Major Occupational Group in the Public Service Cluster

TEACHERS MANUAL

U S DEPARTMENT OF HEALTH
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- Introduction
- Criminal and Civil Justice
- Job Families
- Functions and Duties
- Career Ladders
- Qualifications and Requirements

A Unit in the Public Services Cluster
Applied Program of Public Service
Gwinnett County Schools
Franklin Lewis, Principal, Project Director
Daniel Cowart, Project Coordinator
Melinda Skiles, Project Implementor

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In addition, the following people and organizations directly contributed to the development of these materials.

Paul Scott Bettye Hirst Mary Harville	State Project Managers	Metropolitan Cooperative Educational Service Agency Ernest Bentley, Ex. Dir. Michael Christian Frederick S. Kopp	For their contribution in program conceptualization and formative writing.
J. W. Benefield	Superintendent, Gwinnett County Schools		
Franklin Lewis	Principal, North Gwinnett High School	Lucious Baldwin Anita Cole Kathy Farrell Lamar Fraser Gary Stewart Robert Hart Grace Hyland Mary Janice Luzier Neil Nichols Gwendolyn Gantt	Contributing Writers
Charles Mantooth Marion Scott	Directors, Gwinnett County Vocational Education		
Melinda Skiles	Project Implementor		
Charles Hill	Formative and Product Evaluation		
Alice Hibbard Patricia Brooks	Editing		
Mary Allison	Curriculum Writer	Mary Haygood	Compositon, layout and design
Denise McDaniel Anita Duncan	VOT Students, North Gwinnett High School	Joy Phillips	Graphics and Design

FOREWORD

This "Orientation to Public Service" series is one of a set of nine student centered books designed to acquaint high school students with basic information concerning careers in public service. Each book addresses itself to either a major occupational group in public service or an important supplemental area of study necessary to the understanding of public service. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The "Orientation to Public Service" course is the first in a series of three courses developed as a comprehensive approach to vocational skill development in Public Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Preparing for Public Service" and the "Public Service Community Skill Development Program" subsequent to the Orientation course.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Programs.

In the development of these materials special consideration should go to Mrs. Melinda Skiles. Her tireless efforts in evaluating these materials for their useability by the classroom student, have been invaluable.

Daniel L. Cowart
Project Coordinator and Operations Director

OVERVIEW

This booklet contains several units of reading and related activities. The reading details some specific aspects of the major occupational groups. The activities have been designed to provide the student with opportunities to further explore the objectives of the reading. The activities vary in length and complexity.

Before any student begins work in a booklet, the teacher should become thoroughly familiar with the contents. Some activities may take several days to complete. The teacher should help the student budget his or her time accordingly. Some activities may call for a resource person, a field trip or an on-site interview. The teacher will need to be aware of these activities and schedule for them early enough so that the student can complete the activities within the suggested time frame as outlined in the Implementation Guide.

The section orientation page (Where Am I Going? How Will I Get There? How Will I Know? . . .) is intended to serve as an organizer for the student. It should help focus the student's thinking and prepare him or her for the reading and activities to come. An orientation page appears for each section for all booklets in this series.

This booklet has been designed so that students can work on many of the activities independently with appropriate monitoring and guidance from the teacher. It is most important to remember, however, that these booklets are not workbooks and should not be passed out at the first of the period, worked in, and then collected to be checked later. No material or set of activities can replace the importance of a creative, enthusiastic and well prepared teacher. Teacher preparation is essential to effective and successful use of these booklets. Not only should all materials and resources be organized, but the teacher should be alert to supplemental materials available through newspaper stories, carefully chosen commercial games and books.

As a continuing activity for all MOG's, students can develop bulletin boards and other public relations type of displays for the classroom and the school. The classroom should reflect the activities of the students. Make liberal use of student photographs, brochures, and posters to display various aspects of careers in public service. As students see the involvement of their peers in these jobs, they will be encouraged to participate in the program. A useful technique borrowed from the elementary school is to set up learning centers around the room which give new students a chance to "sample" a MOG through an entertaining activity, photographs, brochures or even a taped discussion with a resource person. These learning centers should rotate and change as new information is brought in and as student

involvement in the careers changes. Planning, motivating, and monitoring are the keys to success in the Applied Program of Public Service.

For your information, answers to self-check activities and other activities which require specific answers have been provided in the last section of this booklet. It will be necessary to develop answer sheets for your file in order for students to have access to them.

PUBLIC SAFETY, CORRECTIONS AND JUDICIAL SERVICES

Introduction

The brief introductory section serves as an organizer for the reading sections to come. The basic functions of the MOG are presented and followed up with a simple self check. The important idea for students to develop from this reading is the distinction among public safety, corrections and judicial services. In small discussion or "buzz" groups you might lead students to explore the interrelationships among these three branches.

PUBLIC SAFETY, CORRECTIONS, AND JUDICIAL SERVICES

Introduction

Inside this packet you are going to find out some things about a very exciting, challenging and demanding Major Occupational Group. This Major Occupational Group is Public Safety, Corrections and Judicial Services. People who hold jobs in this MOG work to protect the rights and property of United States citizens. These jobs are truly Public Service since there are no private prisons, no private courts, no private parole boards, and few private police and fire departments.

WHERE AM I GOING?

By the time I complete this section, I will be able to identify the basic functions of the Public Safety, Corrections, and Judicial Services MOG.

HOW WILL I GET THERE?

1. Read the introductory section.

HOW WILL I KNOW . . .

I will complete the matching exercise on the introduction.

INTRODUCTION TO JOB FAMILIES

PUBLIC SAFETY

When you think of the words "Public Safety", what comes to your mind? Do you think of a traffic problem or a fireman? Perhaps you think of a detective who helps find criminals.

You would be right in all cases. People who work in Public Safety are concerned mainly with law enforcement and protection against fire and other disasters.

The police, or law enforcement officers, work to enforce laws. Firefighters protect us against fire and also give help in other emergency situations such as flash floods or tornados.

Corrections – We probably have a pretty good idea what the word "Corrections" means! It might seem that at times "Corrections" are all we ever receive.

The Department of Corrections in each state is in charge of the Correctional System. This system is responsible for the prisons where adults who have been convicted of felonies (major crimes) are sent.

This department also provides for education and treatment programs for the inmates of prisons. These programs are provided to help prisoners become responsible citizens when they are free. This department also works with parolees and is involved with many other programs designed to help prisoners adjust to society.

Judicial – Judicial Services may not be as familiar a term to us as Corrections, but it stands for a very important group of people. Some people call the Department of Justice the largest law office in the world!

The Department of Justice is within the executive branch of the United States Government. It comes under the jurisdiction of the President. The head of the Department of Justice is the Attorney General who is a member of the President's Cabinet.

It is the responsibility of the Department of Justice to enforce all federal laws. The Department of Justice maintains central fingerprint and criminal record files. The United States Attorney's office, a division of the Department of Justice, represents the federal government in cases before the Supreme Court.

The Department of Justice has many agencies under it, including the FBI, Immigration and Naturalization Service, Bureau of Prisons, Law Enforcement Assistance, and the Civil Rights Division. Before any state or federal laws are passed, the Department of Justice makes sure that the law is constitutional.

Activity 1

Do not write on this form.

Objective: I will be able to identify the basic functions of the Public Safety, Corrections, and Judicial Service MOG by matching terms and statements.

Materials: This page.

ACTIVITY

Instructions: Do all of the following by placing the correct letter on the appropriate line.

Next to each statement, place the letter of the category of jobs whose reponsibility the statement describes. Do your work on a separate sheet of paper.

A. PUBLIC SAFETY **B. CORRECTIONS** **C. JUDICIAL SERVICES**

_____ 1. Enforces law
_____ 2. Renders opinions in disputes.
_____ 3. Represents the state in litigation
_____ 4. Operates programs for rehabilitation
_____ 5. Supervises parolees
_____ 6. Interprets laws
_____ 7. Operates prison system
_____ 8. Protects against fire
_____ 9. Maintains criminal records
_____ 10. Passes on constitutionality of laws

How will I know I've done it correctly? . . . Go to the file for the MOG and locate the correct answers for this activity. Check your own work.

Activity 1 - p. 4

Materials

Each student completing this activity will need a copy of the activity page. The answer sheet should be kept in a readily accessible place.

Purpose

This self-check serves to reinforce student recall of certain basic facts contained in the reading.

Guidance

This is a simple matching type of self-check. Students need only match a job category with a job function. You need to monitor occasionally to be sure that the self-check is completed and corrected.

Modifications or Extensions

1. Provide for oral responses.

2. Tape the self-check as a multiple choice exercise. Leave sufficient tape time for responses.

PUBLIC SAFETY, CORRECTIONS, AND JUDICIAL SYSTEMS

Criminal and Civil Justice

The Civil and Criminal Justice Systems are briefly described. Criminal justice is given additional attention by the inclusion of the twelve steps of the Criminal justice system. The Juvenile system is also briefly addressed. You may wish to extend the reading through the use of resources available from local college and university programs on public safety, corrections, and judicial services. Many community colleges as well as four year colleges offer course work in criminal and civil justice and are more than willing to serve as resources for high school programs. Check with your school librarian for listings of films and other resources in this area also.

PUBLIC SAFETY, CORRECTIONS, AND JUDICIAL SERVICES

Criminal and Civil Justice

Inside this packet you are going to find out some things about the civil and criminal justice systems.

WHERE AM I GOING?

By the time I complete this section, I will be able to identify in order the steps of the criminal justice system and determine if certain violations are a matter of civil or criminal law.

HOW WILL I GET THERE?

1. Read the section on justice systems.
2. Identify the twelve steps in the criminal justice system.

HOW WILL I KNOW . . .

I will complete the matching activity.

I will complete the situation activity.

CIVIL AND CRIMINAL JUSTICE

The judicial system of the United States is organized into two main branches: the civil justice system and the criminal justice system.

The civil justice system is mainly concerned with private disputes between people. Civil law covers such matters as contracts (agreements), ownership of property and personal injury. Divorce and child support suits come under civil justice. Generally, when civil law cases go to court, they are settled with one person or group owing the other some money. The wrongdoer is rarely punished in civil cases.

The criminal justice system deals with crimes judged to be harmful to society. Criminal cases are considered to be offenses against the state and are tried in state court. The following twelve steps of the criminal justice system are included here to show a few things about work in this career area and also to show how some of the areas work together. Within the twelve steps are several sub-steps taken by criminal justice workers all along the way.

THE CRIMINAL JUSTICE SYSTEM

1. Police are the first step in the criminal justice system. The police begin by making a response to a complaint. This may be followed by an arrest. Interrogation (questioning) and other forms of investigation are carried out following arrest. The police generally try to help the complaining party work out the dispute before making an arrest. If arrest is necessary, the police always tell the person to be arrested what his rights as a citizen are.
2. Jail is the next major step in the criminal justice system. The offender is told of the rules and regulations concerning jail. The offender has a right to have an attorney who may obtain bail or the offender's release.

3. Pre-trial Release is the step in which the offender may be released on bail (a sort of money guarantee that the offender will not leave the state or county before trial). Some offenders may be released without bail to a probation officer or some first offenders may be released on their own recognizance (their own word and good character).
4. The defendent has the right to counsel at all steps of the criminal justice system. If the defendant cannot afford counsel (a lawyer), a court appointed lawyer will be provided. Legal Aid Societies exist to help people get legal help with no cost.
5. The next step in the criminal justice system is Prosecution involving the prosecutor or prosecuting attorney. In this step, the legal proceedings are carried out by the prosecutor against the defendant.
6. Following the beginning of legal proceedings, the Arraignment and Preliminary Hearing step comes next. This is the step in which the defendants case is presented to a grand jury. The grand jury is a special jury of 12 to 24 people who hear accusations against offenders. They examine evidence and decide to indict or not to indict. Indict means to accuse or charge with a felony or misdemeanor. Following indictment, the defendant is arraigned, which means that the person is called to trial to answer the charges against him or her.
7. Trial is the next step in the criminal justice system. The judge, the defendants, the jury, the plaintiff (accusing party or group), the bailiff (a court worker), the court clerk, the lawyers, and the court recorder all play a part at the trial. Here the defendants case is heard with all pertinent evidence given.
8. After the trial is completed, a presentencing investigation might take place. In this step court and/or correction officials look into the defendants background and present life to see if there are factors which might effect the sentence or punishment.
9. The sentence is now passed. The sentence determines the length of time the offender will serve.
10. Sentencing is followed by probation for first offenders or persons judged to be worthy of probation.
11. Imprisonment may follow sentencing. An offender may be sent to one of the several types of jails, prisons or reformatories.
12. Parole is the last step in the criminal justice system. Parole may include a stay at a Halfway House where prisoners will live while working in the community.

In addition to civil and criminal justice, the juvenile system works with youths between the ages of 7 to 16, 17, 18, or 21 depending upon the state. If a youth in this age breaks a law, he or she is referred to as a juvenile delinquent. Every effort is made to keep juveniles out of further trouble and to avoid giving them a "criminal" record.

When we think of justice, it is important to remember that in the United States system of justice a person is presumed innocent until proven guilty. Justice is not a way of taking revenge on law breakers. Punishment for crimes committed is a part of a larger system of justice which emphasizes removing dangerous people from society and rehabilitating them so that they will not return to crime. In civil justice cases, justice refers to the use of legal principles to help settle disputes between people.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 9

Materials

Be sure that each student completing this activity has a copy of the activity page on which to work. Be sure that answer sheets are kept in a readily accessible place.

Purpose

This activity reinforces student recall of the differences among civil, criminal and juvenile matters.

Guidance

After students have responded to and checked the activity, you may wish to discuss some of the statements with them.

Modifications or Extensions

1. Allow for oral responses.
2. Tape the exercise, leaving sufficient tape time for responses.

Activity 1

Do not write on this form.

Objective: I will be able to identify some statements as being matters of civil or criminal justice.

Materials: This MOG packet.

ACTIVITY

Steps:

Read each statement. If it involves a civil matter, place an (X) in the space.
If it involves a criminal matter, place an (O) in the space.
If it involves a juvenile matter, place a (J) in the space.

____ 1. John Jones is unable to collect the balance owed on a TV purchased by Sam Smith.

____ 2. Jane Doe is the victim of a purse snatching.

____ 3. Joe Johnson runs a stop sign.

____ 4. Anne Allen fails to appear for work after signing an employment contract.

____ 5. John Doe's lawnmower throws a rock through Sally Smith's window.

____ 6. Tommy Tinker, age 14, takes money away from Sally Stone, age 7.

____ 7. Al Algood was involved in an auto accident and feels Jerry Jones should pay because he failed to signal a turn.

____ 8. Harry Hooper is injured at work and sues his employer.

____ 9. Sue Simmons is part of a fraudulent scheme to sell furnace repairs.

____ 10. Ajax hardware is broken into by 3 twelve-year-old boys.

How will I know I've done it correctly? . . . I will check my answers with the self check sheet.

Activity 2

Do not write on this form.

Objective: I will write a story describing the twelve steps in the criminal justice system.

Materials: This activity sheet and the previous section on criminal and civil law.

ACTIVITY

Read the following situation and then write a short (10 to 12 to 15 sentences) story which describes what happens next. You will be writing about Rick Wilde's trip through the criminal justice system.

Rick Wilde has been caught by the owner of a used car lot inside the lot after closing hours. Several hub caps have been removed from cars and two cars have been broken into and the radios and other things of resale value removed. One of the radios is found in Rick's car. The owner holds Rick in his office and telephones the police.

The police . . . (you complete the story)

How will I know I've done it correctly? . . . I will hand this assignment to the teacher to check.

Activity 2 - p. 10

Materials

In order to complete this activity, students will only need paper, pencil, the situation sheet and pages 8 and 9 of this MOG.

Purpose

By writing a brief story of a person's trip through the criminal justice system, students will reinforce their knowledge of the reading of the steps involved. This activity intends to personalize the steps.

Guidance

Remind students that you will be looking primarily for their inclusion of the steps in the criminal justice system. They may be as creative as they wish (play, illustrated brochures, etc.) There are certain standards of style, grammar, punctuation, and neatness which should apply to all written work. You probably will wish to establish certain minimum criteria for acceptance of written work which applied to all work turned in.

Modifications or Extensions

1. Students experiencing great difficulty in written expression should be allowed to dictate or tape their story(s). If handwriting is difficult, allow the use of a typewriter.

2. Two or three students might work together on a short play, illustrated brochure, or other group project. Be sure that at least one member of each group is able to work independently and lead the others in the completion of the task.

PUBLIC SAFETY, CORRECTIONS, AND JUDICIAL SERVICES

Job Families

This section on job families is brief. The five job families are described and a card game is included to reinforce the reading. The intent of this section is to introduce the student to job family names. Enough information on function is given to provide some substance for recall.

PUBLIC SAFETY, CORRECTIONS, AND JUDICIAL SERVICES

Job Families

The five job families in the Public Safety, Corrections, and Judicial Services MOG work together to protect human and property rights. These job families administer and enforce laws and protect the Constitution of the United States.

WHERE AM I GOING?

By the time I complete this section, I will be able to identify the five job families in the Public Safety, Corrections, and Judicial Services Job Family.

HOW WILL I GET THERE?

1. Read the section on the job families.

HOW WILL I KNOW . . .

I will complete the identification activity.

INTRODUCTION TO JOB FAMILIES

There are five job families in the Public Safety, Corrections, and Judicial Services MOG. All of these job families deal with the protection of human rights. The job families are:

Law Enforcement
Fire Protection
Probation and Parole
Courts
Corrections

Law Enforcement: Every country in the world has a police system. Each level of government, from local to national, has a police force. These forces work together to enforce laws, prevent crime, and protect lives and property. The work of the police is not limited to law enforcement, but also covers work in courts, prisons, and probation.

Fire Protection: Fire protection is also a very important community activity. Firemen are responsible for the prevention of loss of life, property, or health from fire. Firemen work with community safety programs and stand ready to help during tornados, floods, and other disasters or accidents.

Courts: The World Book Encyclopedia defines "court" as "a government agency with the power to settle disputes between individuals or organizations". Courts determine guilt or responsibility in matters of violation of human or property rights. State courts settle disputes involving state matters. State courts include county and municipal (city) courts. Federal courts interpret the Constitution and settle disputes which go beyond the limits of states or which involve several states. Cities and towns administer their court systems for the solution of local and civil and criminal actions.

Corrections: The corrections job family is responsible for administering or carrying out the decisions of the courts. People who work in corrections are responsible for removing dangerous people from society and rehabilitating them so that they can better adjust to society.

Persons who commit felonies and receive sentences greater than one year will serve time in a state or federal prison. City or county jails house people waiting for trial, and people who have not been let out on bail, or who commit misdemeanors with sentences of less than one year.

Probation and Parole: People in probation and parole jobs work closely with corrections workers. People in these jobs help parolees (the person out of prison on parole) become useful members of society. Probation and parole workers work outside of prison. They do this so that former prisoners can work with other people in society in learning how to be a success in society. Persons for whom the courts decide imprisonment is not necessary or helpful are frequently placed on probation.

Now, let's summarize some of the things we've been talking about in the section on job families.

JOB FAMILY	DUTIES
1. Law Enforcement	a. Protect people and property from crime. b. Apprehend criminals c. Regulate traffic d. Protect the public's constitutional rights. e. Investigate crimes.
2. Courts	a. Interpret laws b. Safeguard the public's constitutional rights (for example, the right for a fair trial) c. Rule on disputes of human or property rights.
3. Corrections	a. Protect society from criminals b. Punish offenders c. Rehabilitation offenders
4. Probation	a. Rehabilitate offenders b. Supervises less severe punishment on offenders

5. Fire Protection	a. Protect lives and property b. Provide aid in disasters and emergencies
6. Parole	a. Appoint officers (by court) b. Work with released prisoners who report directly to officer c. Supervises regulations concerning parolee's conduct.

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SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 15

Materials

This self-check activity.

Purpose

This is a self-check activity. Its purpose is to check on the student's basic recall of some of the reading. Provide students with a mimeographed copy which contains this self-check. Students do not write in the booklet.

Guidance

The student answer sheets for this self-check are kept in a separate file. The student should be directed to this file when he/she completes the self-check. In addition to checking the answers from the file the teacher may organize students into small groups for sharing and comparing answers.

Modifications or Extensions

The teacher may, if desired, assist in this self-check. For students who may have a specific learning disability or a visual impairment, the self-check may be completed orally. It may also be recorded, leaving time for responses, and checked later by the student listening to a correct recording.

Activity 1

Do not write on this form.

Objective: I will demonstrate my ability to identify the five job families in the Public Safety, Corrections, and Judicial Services MOG by matching the job family with the function statement.

Materials: This activity page and the completed reading.

ACTIVITY

INSTRUCTIONS: Place the name of the Public Safety, Corrections, and Judicial Services job family in the space next to the statement(s) describing that job family.

_____ 1. Carries out programs of work, vocational training, and counseling.

_____ 2. Has primary responsibility for enforcing the law.

_____ 3. Administers the decisions of the courts.

_____ 4. Determines guilt or innocence.

_____ 5. Assists prisons, courts, and probations.

_____ 6. Prevents loss of life and property due to natural or man-caused disaster.

_____ 7. Administers judicial process.

_____ 8. Evaluates offenders and makes recommendation to the courts.

_____ 9. Removes dangerous people from society.

_____ 10. Prevents natural or other hazards.

How will I know I've done it correctly? . . . I will check my answers with my teacher or an answer sheet in the appendix file.

Activity 2 **Do not write on this form.**

Objective: I will construct and play duties concentration in order to review the basic duties of job families in the MOG.

Materials: The chart on page 17, thirty-six 3x5 cards, and this activity page.

ACTIVITY

1. You will need to make up 18 cards, each of which have a duty of public safety, corrections, and judicial services. Use the duties from page 13-14 like this:

Rehabilitate	Apprehend Criminals

2. Next, make up 18 job family cards. You need to have five law enforcement cards, three court cards, three corrections cards, two probation cards, three fire protection cards and two parole cards like this:

Courts	Courts	Courts	Parole	Parole

3. The game is played like concentration. Shuffle all 36 of the cards and lay them face down on the table.
4. The first player begins by turning up two cards. If they match (duty with job family) he keeps the pair. If they do not match, he returns them to the table face down, in the same place they were before he picked them up.
5. Play continues until all matches have been made.
6. The player with the most points is the winner.
7. For added fun, add a few "wild cards" which match with anything, and a few "slam" cards which mean you loose all your pairs.
8. Remember to pay attention when cards are turned up.
9. Any player claiming an incorrect match loses his next turn.

Activity 2 - p. 16

Materials

In order to construct and play this game, students will need a good supply of 3 x 5 cards and some felt-tipped markers. The information from the cards is found within the MOG.

Purpose

This game is an entertaining way of reviewing some facts presented in the reading.

Guidance

You will probably need only to generally monitor the students as they list job families and duties from page 15.

Modifications or Extensions

No specific modifications are suggested. Students will probably come up with their own modifications after they begin play.

PUBLIC SAFETY, CORRECTIONS AND JUDICIAL SERVICES

Functions and Duties

In this section of reading, the functions and duties of the five job families are described in more detail than in the previous section. The reading is somewhat lengthy and so is broken up along the way with short "Let's check" sections. It would be impossible in a booklet of this length to list and describe all job titles in each of the five job families. Some representative titles are discussed later in the MOG. The intent of this section is to give an overall view of Protective Services.

PUBLIC SAFETY, CORRECTIONS, AND JUDICIAL SERVICES

Functions and Duties

The five job families in this MOG often have the same or similar duties to perform. Police officers work in law enforcement but also may serve as court officer or prison guards. They also might work with paroled ex-prisoners.

WHERE AM I GOING?

By the time I complete this section I will know the basic functions and duties of the five job families in the Public Safety, Corrections, and Judicial Services.

HOW WILL I GET THERE?

1. Read a description of the functions and duties of Law Enforcement
   - Fire fighters
   - Courts
   - Probation and Parole
   - Corrections

HOW WILL I KNOW . . .

I will complete a "Let's Check" activity

LAW ENFORCEMENT

Police officers are men and women who are local government employees. There is no central agency controlling the police system. There are police agencies in local, district, county, state, and federal governments in the United States. Each police agency is responsible to the government to which it belongs.

Police work is divided into three main areas of duty:

1. General policing which is carried out by uniformed police.
2. Detective work.
3. Traffic control.

The policemen who work in small communities usually have varied police duties. In a day's work they may direct traffic at the scene of a fire, investigate a house-breaking, and give first aid to an accident victim.

In a large city police department, officers are usually assigned to a specific police duty. Some may even be specially trained to work as mounted or harbor patrols. Others may be assigned to the canine corps (dog patrol) or emergency services.

Police officers also work with juvenile delinquents, locate lost children and runaways, or search, question, book and fingerprint prisoners. They may be detectives assigned to criminal investigation.

Police work is varied, exciting and demanding. It isn't a job for the lazy or those unconcerned about people. Should you choose it as a career, you may be certain of a very satisfying career in public service.

State Police. All states have either state police or state highway patrol forces. A state policeman has full police powers throughout the state. State highway patrols may have full police powers or may have authority to enforce only traffic laws.

Highway patrolmen give aid to motorists on the highways, control traffic, conduct drivers' license examinations, inspect automobiles, and give public safety information to the public.

State policemen, in addition to performing police duties for the state, may provide security for public officials and buildings. They also work in specialized areas such as fingerprint classification, microscopic analysis, and police academy training.

Federal Police. The idea of a federal police force may be a new one for you since most people don't think of the FBI, the Border Patrol,and the IRS (Internal Revenue Service) as police forces. There are nine major federal law enforcement agencies in the United States. Each has full-scale police powers.

These agencies include the following:

1. The Federal Bureau of Investigation
2. The Border Patrol
3. The Drug Enforcement of the Department of Justice
4. The Bureau of the Assistant Postal Inspector in the U. S. Postal Service
5. The United States Secret Service
6. The Internal Revenue Service
7. The Alcohol Tax Unit
8. The United States Custom Service
9. The United States Coast Guard

The duties of these agencies are defined by federal law and their powers extend only to national law enforcement. A federal officer may make an arrest in a state only for violation of federal law.

The primary responsibility of all police officers at each level (local, state,and federal) is the enforcement of laws. Police officers do not create laws, nor do they decide which laws they shall enforce. It is incorrect to picture police officers as a band of rough, tough, gun crazy people determined to hunt down criminals. Police prefer not to arrest or use force against people unless it is necessary to protect themselves or others or unless a crime has been committed. Police work includes prevention of crime through education of the public about crime. The following articles are examples of two different types of police work in which prevention and protection are as important as enforcement.

MAGIC COP TEACHES

By Rick Warner
News staff writer

With a flick of his ever-so-subtle wrist, Lt. Danny Bagwell mixes a few rabbit toys and a splash of milk in a garden pot and produces . . . shazam, a silk scarf showing the cutest little rabbit you ever saw.

A blonde youngster nestled in the front row is not impressed. "Oh I've seen that one before," he chirps.

Before you know it, Bagwell is sliding a lengthy piece of rope through his hands. Minutes beofre it was three small bits of cord.

"You tied them together," shouts another enthusiastic dissenter. "Let me show you how to do it."

"Kids are the toughest audience for a magician," says Bagwell. "Adults will never admit they're fooled. They'll just sit there and not ask any questions. Kids will challenge you."

Bagwell is an officer who always has something up his sleeve -- or in his hand. He's the Magic Cop and children love him.

Most of his work with the community services division of the sheriff's office is spent talking with kids about school safety while weaving in his own special brand of magic.

"I'll go to a school and talk for a half hour or so about safety," he says, "Then I'll do a trick for every rule they remember. It stimulates their minds and gets them involved in what I'm trying to teach."

Bagwell is an engaging cop with a Gomer Pyle profile and a ready smile. He communicates with youngsters through his magic.

The mysterious art first caught Bagwell's eye about a year-and-a-half ago.

"There was an older officer named Odell Broadnax who was very interested in young people and loved magic," he recalls.

"He used to carry around pocket tricks all the time and I got hooked on it. Soon I advanced to platform magic."

Most would-be magicians learn the trade by watching skilled magicians at work. "You either try to figure out how the trick is done or how you can obtain the same effect," says Bagwell.

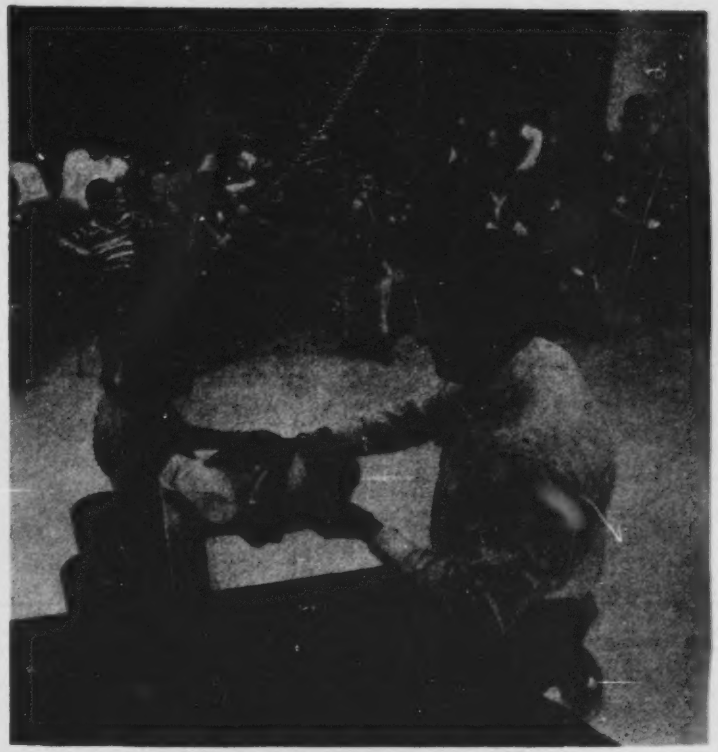
Bagwell has picked up quite a few tricks in his short time as an amateur magician. He figures he has $2,000 work of equipment and there's more elaborate illusions on the way.

He's working on "a visual production" where he will make live animals appear from an open box with a clear cover.

"I've got the effect down, but not the speed." says Bagwell with the professional confidence of a shortstop turning the double play.

On this night, Bagwell is entertaining a group of elementary school boys and their fathers who belong to a YMCA group known as the Indian Guides.

The youngsters squeal with delight as Bagwell presents a show of disappearing dots, multiplying rubber balls and rabbits appearing out of thin air.



Sky watch

LOOKS DIFFERENT UP THERE

By Sally Smith
News Staff Writer

When buzzing the skies of Greenville in a plane flying at 2,500 feet, it is sometimes difficult to take the toy-like trains and cars snaking along the thin tracks and roads below entirely seriously.

Perhaps that's why state Highway Patrolman L. E. Warden, folded into a narrow seat at the rear of a four-seater Cessna, yukked it up when he caught a bird's eye view of an unwary motorist speeding towards a radar trap manned by three patrol cars on South Church Street.

"Look at that," he said. "Got a couple of cars stopped over there. Must be handing out a lot of tickets today." His practiced eye ran up and down the length of the road, watching the cars scurrying about like frenetic ants.

Warden could probably draw a map of Greenville's roadways in his sleep — despite the fact that their glinting steel and concrete looks like little more than an accidental interruption in the lush, green foliage from his particular vantage point.

Warden — or one of three other state troopers — scans Greenville's arteries from a plane window for a couple hours at a stretch several times each week as a reporter for radio station WFBC's "Skywatch" traffic report.

Ever since "Skywatch" began in November 1975, one of the officers takes to the sky armed with a two-way radio for about two hours each week-day morning and afternoon to monitor traffic and broadcast news of accidents for motorists traveling to and from work.

Brilliant streaks of sunlight bounced off the plane window as Greenville Air pilot Milt Hobbs held the aircraft on a steady course over the intersection of Interstate 85 and White Horse Road one recent afternoon. The radio crackled.

"And now," sang a radio disc jockey, "it's time for the WFBC Skywatch report. Let's tune in officer L. E. Warden. Hey, L.E., got any problems out there today?"

Warden flipped a switch on his microphone.

"Hello, everybody," he said. "We are at the intersection of I-85 and White Horse Road. All the large plants around here are changing shifts and the traffic is quite heavy in both directions on the interstate . . . "

Following his brief report, Warden relaxed and took in the view of the blue, misty mountains stretching out in the distance.

Hobbs, who had put the plane into a modified glide to reduce noise during the broadcast, pulled out the throttle once again. The plane soared.

"Well, I'll tell you," Warden said, shouting over the clatter of the motor. "Several guys did compete for this job when Skywatch first began. But after 16 or 17 months of doing it, I don't look forward to it anymore.

"I don't mind it of course. And if there is a serious traffic situation down there, I like it a lot. Then I feel like I am doing some good. But most days are routine.

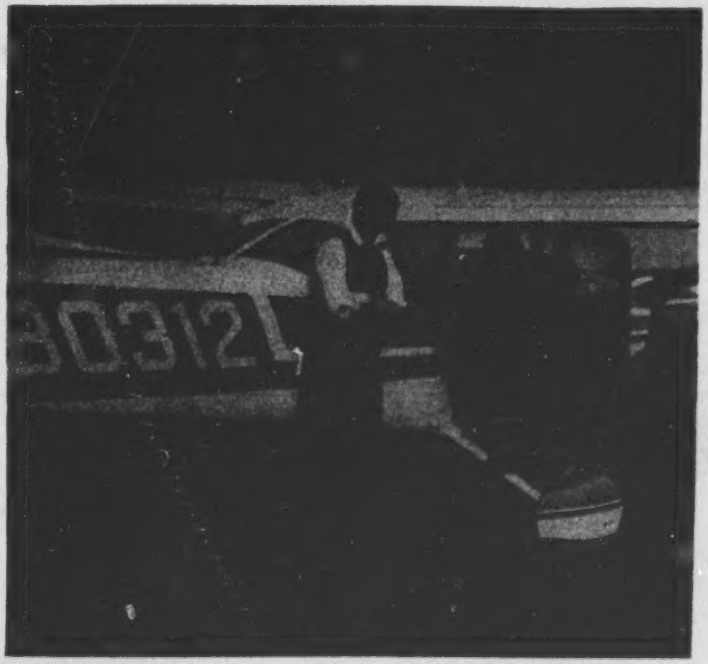
"What you have to keep in mind is that no day is routine for the guy driving around down there."

Indeed. As Warden spoke, three drivers below were not having a routine day. In quick succession, their automobiles lined up in a multiple rear-end collision.

"Uh, oh," Warden said. He made a note of the location for his next broadcast and turned on a walkie-talkie tuned into the Highway Patrol dispatcher on Laurens Road for details on the accident.

"Some days we are up here just criss-crossing the sky from one end of the county to the other checking on accidents," he said, grabbing a microphone.

The radio crackled again. "Hello, Skywatch . . . "



WHO AM I?

1. I enforce national laws and may arrest criminals in states only if they violate federal law. I am the _____

2. I may direct traffic, give safety lessons at a school, or arrest a shoplifter. I am a _____.

3. I patrol my state's highways and serve as security patrol for state government officials and offices. I am a _____ _____.

4. I am a policeman assigned to criminal investigation. My job title is _____.

5. I have full police powers throughout some states. In some other states, I may have authority to enforce only highway traffic laws, including licensing. I am a _____.

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FIREFIGHTERS

The two major duties of firefighters or firemen are protection and prevention. Firefighters protect the lives and property of citizens from fire. They also inspect factories, theaters, and other public buildings for conditions which might cause fires.

Firefighters are employed by cities, towns, counties, and federal and state agencies, as well as by military bases, ship yards, airports, and industry. There are also many volunteer fire departments whose firefighters are employed elsewhere but volunteer their time to fight fires at any time in their community.

When firefighters are not answering alarms, they check and maintain their equipment so that it is always in perfect working condition. They also inspect the community to enforce fire regulations and remove fire hazards. It is not unusual to find a fireman in schools teaching some things about fire prevention and first aid. The abilities most important for a firefighter to have are the ability to think and act quickly and to perform as a part of a team. There is no time to be lost when a fire is underway. Teamwork and discipline are critical. You will have a chance later in this MOG to take part in an activity in which you will find out about the typical day of a firefighter.

LET'S CHECK . . .

1. The two "P's" of firefighters are _____ and _____.
2. Firefighters who do not earn their living by fighting fires are called _____.
3. Why is equipment maintenance so important to firefighters? _____.
4. Two important abilities of firefighters are _____ and _____ _____.

COURTS

The officials of courts are called judges. The administrative work of the court is done by a clerk of the court. Courts may also have marshals, sheriffs, and bailiffs to enforce the decisions of the court and to keep order during court sessions.

Many persons work for the courts throughout the United States. Some of the job titles you may find are "magistrate", "judge", "bailiff", "clerk", "attorney", (lawyer), "district attorney", and the "legal counsel". These persons work together to settle disputes between individuals and organizations and to see that the decisions of the court are carried out.

PROBATION AND PAROLE

A probation officer oversees the conduct of a convicted person whom the courts feel it will serve no useful purpose to imprison. Because he/she is not considered dangerous to society, he/she is permitted to live and work, with some restrictions, under the supervision of the court through the direct supervision of the probation officer.

A parole officer is a court appointed officer to whom a released prisoner reports after having served his/her sentence. The length of time of the parole is determined by the court. Restrictions and regulations concerning the parolee's conduct are supervised by the parole officer.

CORRECTIONS

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Persons working in the corrections job family are known as correctional officers and are employed by state and federal governments. Correctional officers supervise, guard, and train inmates of prisons, juvenile reformatories, and some prison camps

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and farms. They work with probation officers in providing education, work, training and counseling for prisoners. From their close work with prisoners, correctional officers make recommendations to a parole board concerning a prisoner's chances for adjustment to society.

Generally, county and city jails do not employ correctional officers. These facilities are usually supervised by police or sheriff's officers. Correctional officers work at state and federal prisons. Their work has some similarities to that of pardons and parole workers. Both try to provide rehabilitation for prisoners while still seeing that prisoners do not endanger themselves or others.

Activity 1

Do not write on this form.

Objective: I will complete this activity in order to check my understanding of the reading.

Materials: This activity sheet.

ACTIVITY

Match the scrambled words in column A to the unscrambled words in column B by drawing connecting lines. Use the unscrambled words to complete the sentences below.

Column A	Column B
EVNPTRENIO	SHERIFFS
HESRFISF	PREVENTION
NPSRIREOS	JUDGES
ROTCRCNIOSE	JUDICIAL
DUJILAIC	PRISONERS
HERIATALNOIBTI	CORRECTIONS
	REHABILITATION

1. Firefighters are concerned with protection and _____.
2. The top officials of courts are known as _____.
3. Pardons and parole officers supervise released _____ until the end of their sentence.
4. Both corrections and pardon and parole officers offer _____ to prisoners in order to help them adjust to society.
5. Some workers in the _____ job family may help settle disputes between people or organizations.

How will I know I've done it correctly? . . . I will check it with my teacher.

Activity 1 - p. 26	
Materials Each student will need this booklet (pages 18-25) and a pencil or pen.	**Purpose** The purpose of this activity is to reinforce the knowledge of the subject matter on the preceding pages.
Guidance This can be a fun activity. Students with reading or spelling limitations may require individual assistance.	**Modifications or Extensions** Students who accomplish this with relative ease can add to the scrambled word list staying within the scope of Public Safety, Corrections and Judicial Services.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 27

Materials

Each student completing this activity will need a pad of paper or clip board on which to make a report. If you have copies of local fire and safety regulations these should be available to each student completing this activity.

Purpose

This is an activity in which students actually carry out an assignment similar to one carried out by persons in one area of Protective Services. It affords students an opportunity to get the feel of a job through real life contact and experience.

Guidance

You will need to prepare for this activity well in advance of student participation. Make sure that your principal and other teachers understand the purpose of this activity. Also make sure that only those students participate who are mature and self-directed enough to carry out the activity without silliness. You should check early in the year to see if it will be possible for the fire marshall to work with students. The marshall or safety officer should have a good idea of the goal and procedures for this activity before meeting with students.

Modifications or Extensions

Do not write on this form.

Objective: I will understand the role of a safety expert by completing a "safety report".

Materials: This activity sheet.

ACTIVITY

Steps or Procedures:

In this activity you are going to imagine that you are a public safety expert. You have been hired by the board of education to make sure that the schools in the county are safe and free from vandalism.

The chairman of the board tells you that one of the high schools is having serious problems. The school has been broken into repeatedly and many items of value have been taken. Additionally, the board of education is aware that there are potential safety hazards in and around the school. The fire marshall has stated that the building may not pass the next inspection.

It is your job to thoroughly inspect the school and draw up a list of safety recommendations and a list of security recommendations. Remember that you will need to check both building and grounds for safety and security.

You may work alone on this activity or you may work with two or three (no more or you might interrupt classes or other school functions) of your friends who are working in this MOG. The first thing to do is to check with your teacher and your principal before you begin.

Call or write to your local fire marshall, asking him or her to send you the fire and safety laws for public schools. Call or write to your local chief of police and ask if he has anything he or she can send you on building security.

Now take a tour of your school and the campus. Remember your role, you are a public safety expert and are expected to behave in a professional way. Take a notebook with you and write down all of the potential fire hazards you see. Make another list of all the areas around where a thief might break in and where the thief might hide.

When you receive the information from the fire and police departments, write up some recommendations for the board of education. List all the safety and fire hazards and beside each write a recommendation to correct the problem. Do the same for security. Your report might look something like this:

	Area Checked	Problem	Recommendation
1.	Front Hall	Loose carpet	Re-tack carpet
2.	Front Hall	Desks in hall blocking entrances and exit	Store desk in store-room
3.	Front Yard	High bushes – criminals can break in	Prune bushes, back and front windows are visible.

If you have time and wish to do so, you might ask a fireman and a policeman to come out and talk to you and your friends about safety and security. Show them your lists and ask their advice and recommendations. Make arrangements to do this with your teacher.

How will I know I've done it correctly? . . .

1. **I will check the results with information from the police and fire department.**
2. **I will go over the final report with a police and fire official if possible.**
3. **I will go over the report with my teacher.**

Activity 3 - p. 29

Materials

The only materials a student will need to complete this activity will be paper, pencil and the activity instructions.

Purpose

This activity was included in order to develop in students an understanding of the importance of professional training and discipline for fire fighters.

Guidance

This activity requires either an on-site visit by students, or a visit to the classroom by a fire-fighter. It will be necessary to make preliminary plans for this activity well in advance of student participation. The fire marshall should be alerted early in the year to the fact that students will be calling. Aprise the marshall of the objectives of the activity and solicit his/her help. Guide the students as they prepare for their visit or class-room interview.

You will probably want students to prepare an interview guide or information sheet. This can be done as a group after reading the background

Guidance - continued

information. Remind students of your expec-tations in terms of written work to be turned in. You might develop a list of minimum criteria which must be met before a paper will be judged acceptable. In making this judgement, do not loose sight of the primary purpose, that of presenting an accurate and informative written description of a day in the life of a fire-fighter.

SUGGESTIONS FOR THE TEACHER

Activity 3a - p. 29

Materials

The Vocational Biographies which relate to this MOG should be placed together in a folder, file or other organizing system so that the student can readily select two biographies to read. A simple filing system consists of color coded accordian files in which the biographies are kept. The students do not write in the MOG. They should be directed to use a separate sheet of paper for their work.

Purpose

Vocational biographies serve three basic purposes. The first is to provide students with additional information relating to the MOG. The questions to be answered for each biography highlight some areas of concern about any job. Second, as students read Vocational Biographies it is hoped that they will develop a personal feeling for the job and person described. This is an attempt to address the are of attitudes and lifestyles surrounding jobs. Third, Vocational Biographies are an additional source of resource material useful in the completion of subsequent activities.

Guidance

Students should be directed to complete at least two biographies. If a student wishes, additional biographies may be read. This is an independent activity. The student is reading for his own information and hopefully with some enjoyment. This should not become a "reading" lesson.

Modifications or Extensions

1. The Vocational Biographies and questions can be recorded on tape for students with reading and/or vision problems.
2. Assign a buddy (peer-tutoring) reader to work with students experiencing difficulty.
3. Creative students may wish to write their own Vocational Biography complete with tape illustrations, photographs, slides, or other illustrative materials.

Objective: I will find out about a typical day for a firefighter in order to understand the importance of professional training and discipline. I will then write a story about it.

Materials: Vocational Biography pamphlets, a visit to the fire station, and/or a visit from the fire station personnel to the classroom.

ACTIVITY

You have read in the previous section that team work and discipline are all part of a firefighters duty. Just as in the armed forces, it is important to be prepared for any emergency, the firefighter must be ready to go when the alarm sounds. He must also act quickly upon orders and be prepared to handle emergency situations. Keep this information in mind when completing this activity.

Below are the steps you will go through in preparing to write your story of a typical life of a firefighter.

1. Read the brief background statement on next page entitled Fireman's Background.
2. Read the Vocational Biographies on firefighters found in the APPS library.
3. When you visit this site, ask the fire station personnel about a firefighters duties and responsibilities.
4. If you cannot visit the station, invite the chief to visit your class for one period so that you can talk with him.
5. After you have completed the four previous steps, you are now ready to write a three to four paragraph story detailing a day in the life of a firefighter.

FIREMAN'S BACKGROUND

The Firefighter: Sam Davis, 28 years old
2 years of junior college with a degree in business
Sam is married and the father of 3 children
His wife is a nurse.

The Town: A small city with a population of 55,000. The principle industry is textiles with several large mills employing many people. There is also an automobile parts assembly plant located near town.

The Station: Sam's station is located in the heart of the city. The district includes businesses, shops, churches, and downtown houses as well as hotels and gas stations.

Something you might want to find out:

1. A firefighter's hours.
2. Typical pay range.
3. What is a day like when there are no alarms?
4. What procedures do firefighters follow when an alarm sounds?

How will I know I've done it correctly? . . . I will turn in my report to my teacher.

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PUBLIC SAFETY, CORRECTIONS AND JUDICIAL SERVICES

Career Ladders

The idea of career ladders was introduced to students in the Introduction to Public Services MOG. This section of reading specifies a career ladder for each of the job families in Protective Services. Its purpose is two-fold. Students are able to see the hierarchical nature of certain job titles. They are also exposed to additional job titles not previously mentioned in the MOG.

PUBLIC SAFETY, CORRECTIONS, AND JUDICIAL SERVICES

Career Ladders

There are many opportunities for advancement in the Public Safety, Corrections, and Judicial Services MOG.

WHERE AM I GOING?

By the time I complete this section, I will know some basic things about career mobility in the Public Safety, Corrections, and Judicial Services MOG.

HOW WILL I GET THERE?

1. Read the section on career ladders.

HOW WILL I KNOW . . .

I will complete the job title activity.

Do you remember when you were working in your Decision Making and Introduction MOG that we talked about the terms ENTRY LEVEL and CAREER LADDER?

Entry level jobs are the first jobs in a career and require minimal skill and education. They are usually open to workers without previous work experience in that job.

Entry level jobs in Public Safety, Corrections, and Judicial Services include these examples:

1. Law Enforcement

   a. Security Officer
   b. Trooper Cadet
   c. Police Cadet

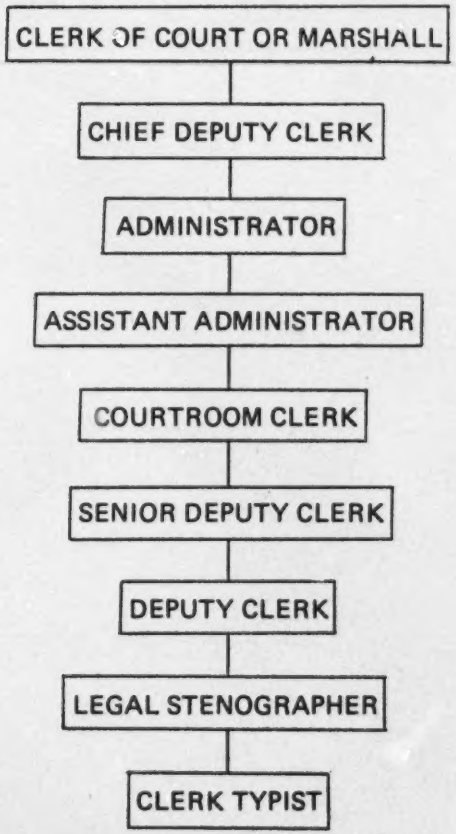
2. Fire Protection

   a. Firefighter Trainee
   b. Fire Safety Specialist

A Career Ladder is a series of jobs in a career. Usually, each higher job is a little more difficult or requires more responsibility or skill than the one before it. This is the way people advance in a career and it is known as upward mobility or moving up in the job.

On the next few pages you will find examples of typical career ladders in the five job families of Public Safety, Corrections, and Judicial Services.

THE COURTS



A Typical Career Ladder – Courts

The courts usually include civil, criminal, traffic, and small claims divisions. The series of positons are similar, although the duties may vary with the different courts. The entry level position is Clerk-Typist.

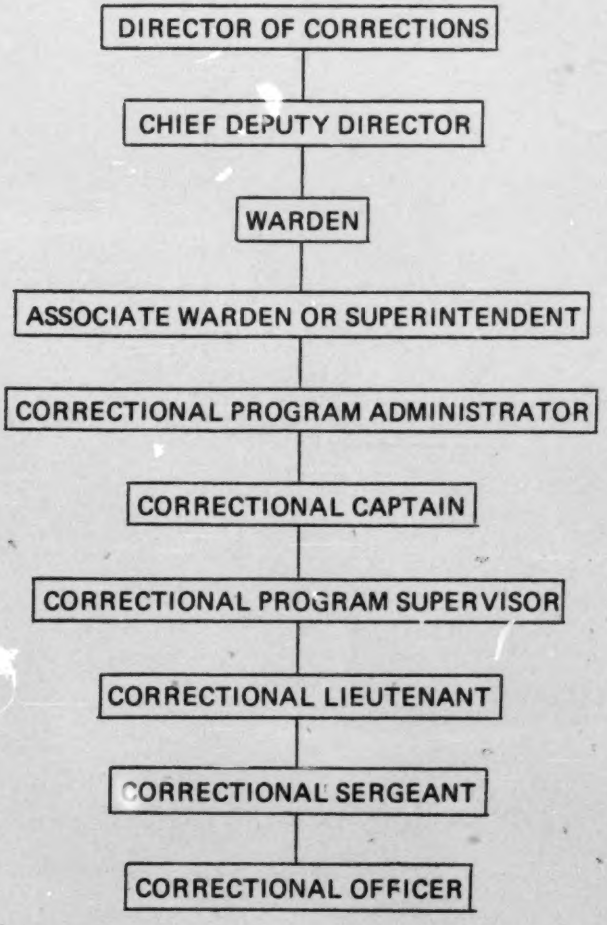
The clerk-typist's duties in the civil court include filing complaints and following up on default cases. With more experience, he/she may handle motions for new trials and prepare law and motion calendars. In the criminal court, the clerk-typist may prepare calendars and work in the misdemeanor courtroom on dispositions. The clerk-typist in the traffic court may take traffic fines and prepare abstracts of cases on the court calendar, while in the small claims court he/she may handle the report of action taken. The position usually has several levels of clerk-typist.

The next position on the ladder would be Supervisor of the Clerk-Typists, followed by Deputy Clerk at several levels, Senior Deputy Clerk, and then the Courtroom Clerk. The Chief Deupty Clerk is the next step on the ladder, then the Clerk of the Municipal Court. The court clerk works as a secretary for the judges, in which position he/she swears in witnesses, marks exhibits, prepares minutes of a trial, etc.

Legal secretaries take dictation, prepare calendars, and perform similar duties for the judges. The Administrator and the Assistant Administrator of courts handle the setting of trials and other similar duties.

Career mobility is usually present in courts. For example, a Clerk-Typist I, can become a Courtroom Clerk, Assistant Administrator, or Clerk of Court. It is also possible to become a judge, but additional specific education is necessary.

CORRECTIONS



A Typical Career Ladder – Correctional Institutions

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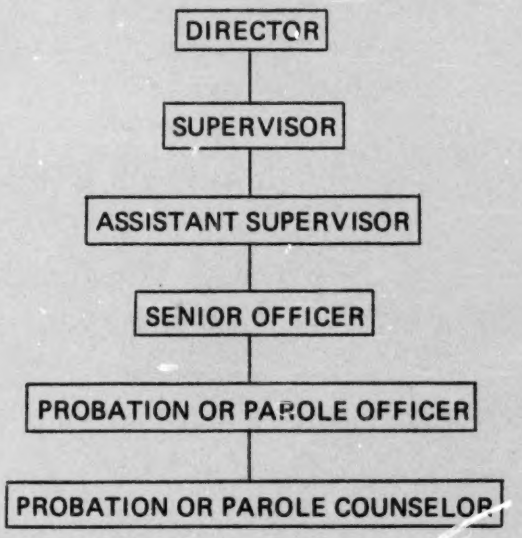
A typical career ladder in the corrections field may begin with Correctional Officer, then progress to Sergeant, Lieutenant, Program Supervisor, Captain, Program Administrator, Associate Warden (State Prisons) or Superintendent (other institutions), Warden, Chief Deputy Director, and then, at the top, Director of Corrections. Workers in correctional institutions have support personnel working with them, including clerks, stenographers, and supervising clerks.

About 50% of tasks in corrections are delegated to the professional staff – psychologists, social workers, medical staff, vocational education teachers, and maintenance personnel. These require special and frequently extensive advanced education.

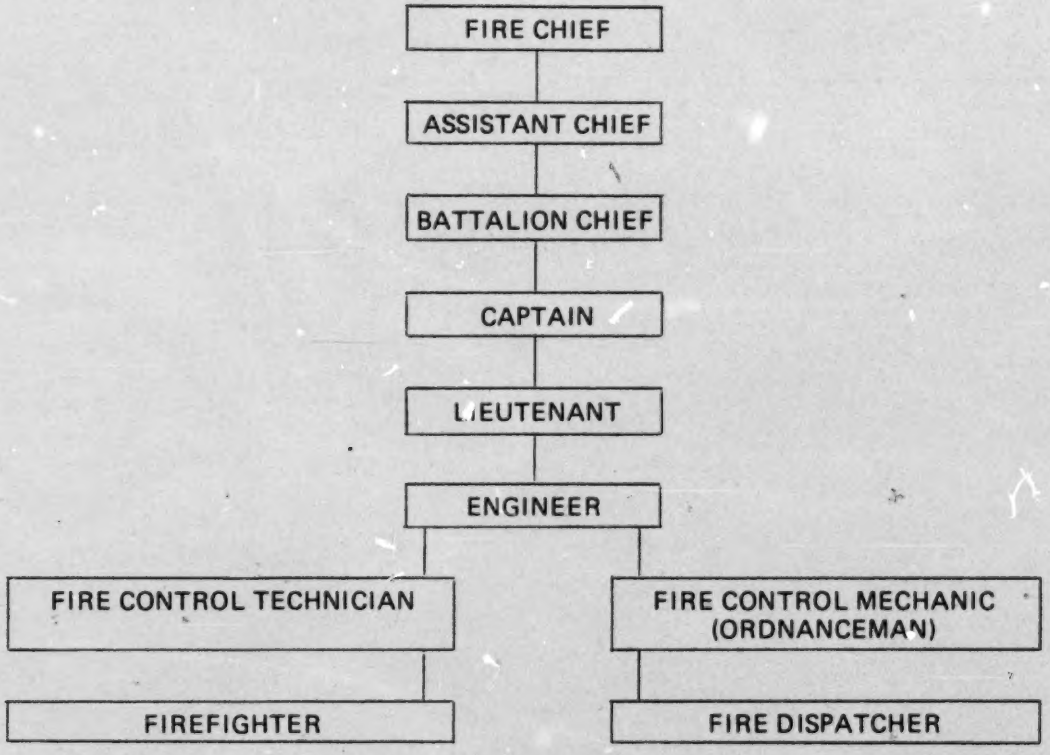
Probation. In the probation field, the first step is as Probation Counselor. There are usually three levels of Counselor. This grade is followed by Probation Officer, Senior Officer, Assistant Supervisor, Supervisor, and Probation Director.



A Typical Career Ladder – Probation and Parole

Parole. The Parole Division is another section of the Department of Corrections. Here the career ladder would begin with the Parole Agent who counsels parolees, helps them to understand their problems and adapts the treatment program to the individual. This position extends to several levels. The next steps in the career are shown.

FIRE PROTECTION



A Typical Career Ladder – Fire Protection

In fire protection, the entry level is usually as a Firefighter or as a Fire Dispatcher. The Fire Dispatcher receives emergency alarms, dispatches proper equipment to the emergency, keeps records, and performs other duties. The next step on the career ladder are Fire Control Mechanic, Fire Control Technician, Engineer, Lieutenant, Captain, Battalion Chief, Assistant Chief, and Fire Chief.

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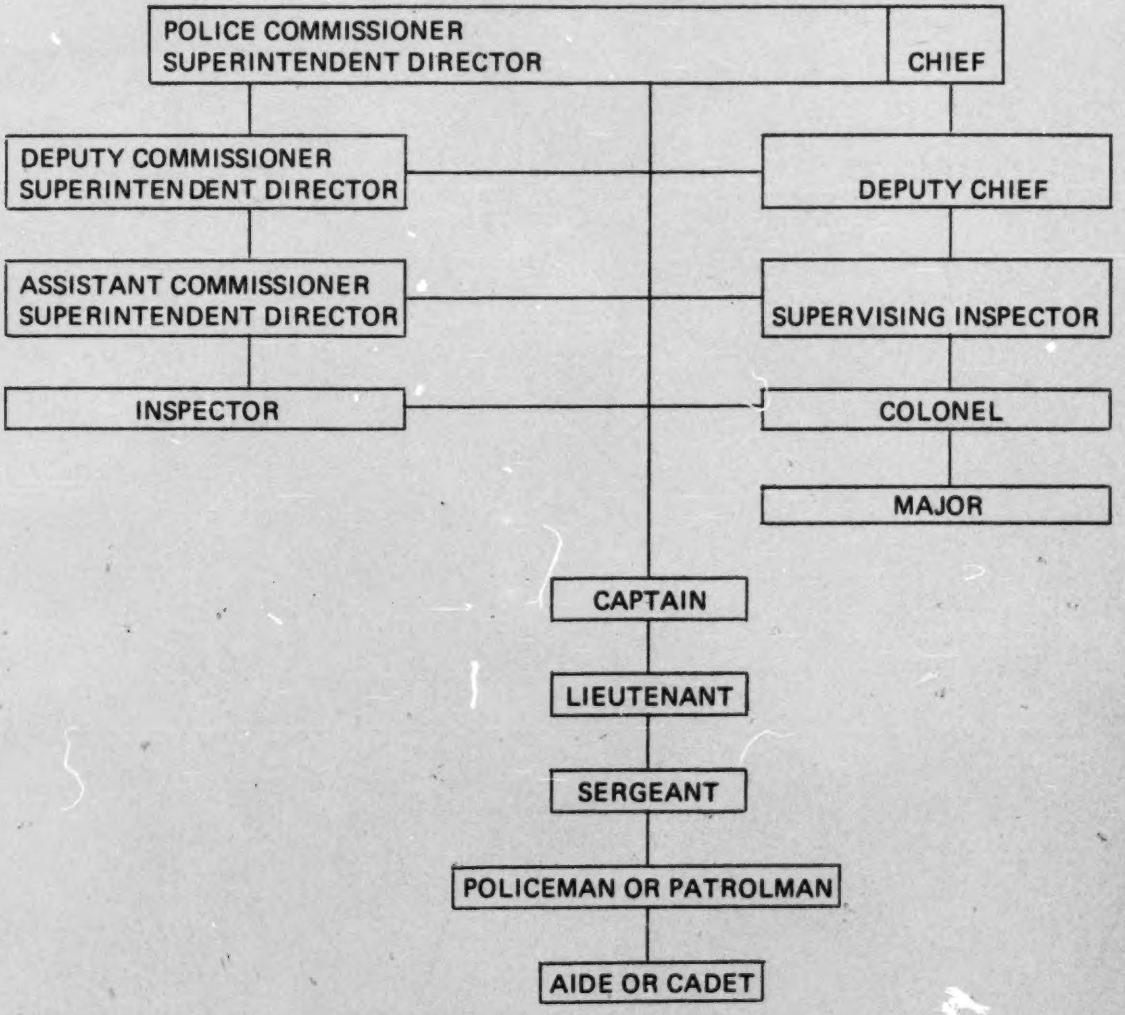
LAW ENFORCEMENT



A Typical Career Ladder – Law Enforcement

In law enforcement, the entry level jobs is Policeman or Patrolman. However, this may be preceded by Policeman Aide or Patrolman Aide in some portions of the country. The next steps are Sergeant, Lieutenant, Captain, Chief Police Inspector, Police Superintendent, Assistant Commissioner, Deputy Commissioner, and Police Commissioner.

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SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 41	
Materials Students will need copies of the incomplete career ladders in order to complete this activity.	**Purpose** This simple activity draws upon student memory of career ladder steps. It is an exercise designed to reinforce knowledge of career steps.
Guidance Students are asked to remember career ladder steps in order to reconstruct the ladders given. You should remember, however, that memory itself is not as important as is the understanding of the concept of career ladders. Students should know that each higher step usually represents additional experience, training, and/or education on the part of the employee.	**Modifications or Extensions** None suggested

Activity 1

Do not write on this form.

Objective: I will review the ranking order of jobs in four career ladders in this MOG.

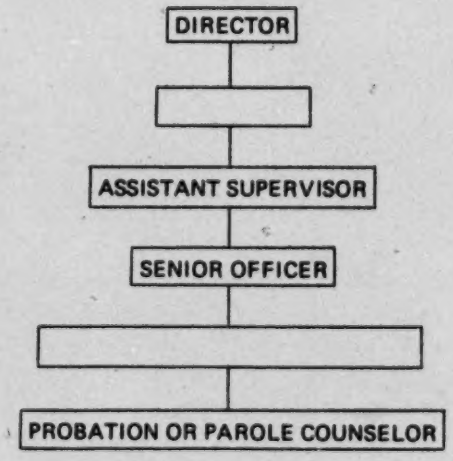
Materials: The four incomplete career ladder charts included in this activity and your reading material.

ACTIVITY

Steps:

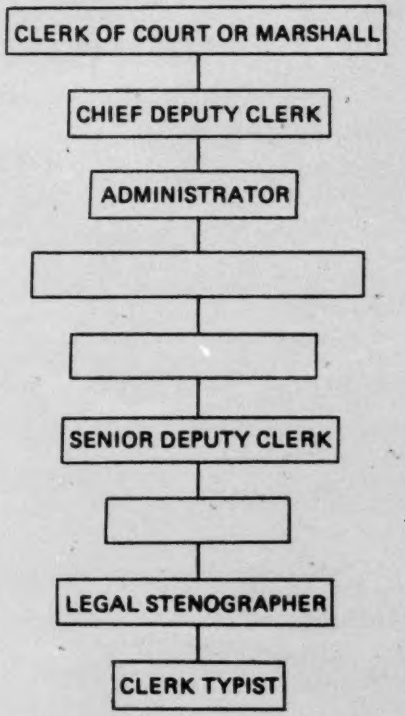
1. I will look at the four completed career ladder diagrams on the following pages to help me see the correct order of jobs within each career ladder.
2. I will fill in the missing jobs in each career ladder.

How will I know I've done it correctly? . . . I will look at my completed career ladders and compare them to the original.



A Typical Career Ladder – Probation and Parole

THE COURTS



A Typical Career Ladder – Courts

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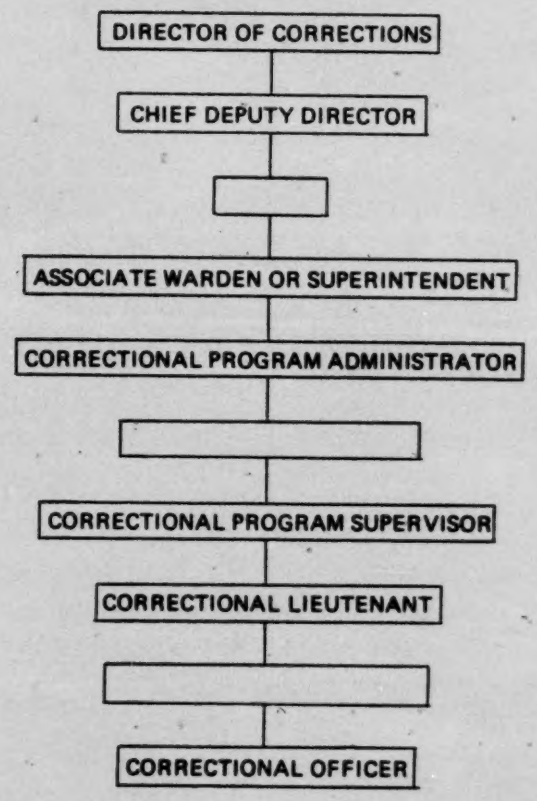
CORRECTIONS



A Typical Career Ladder – Correctional Institutions

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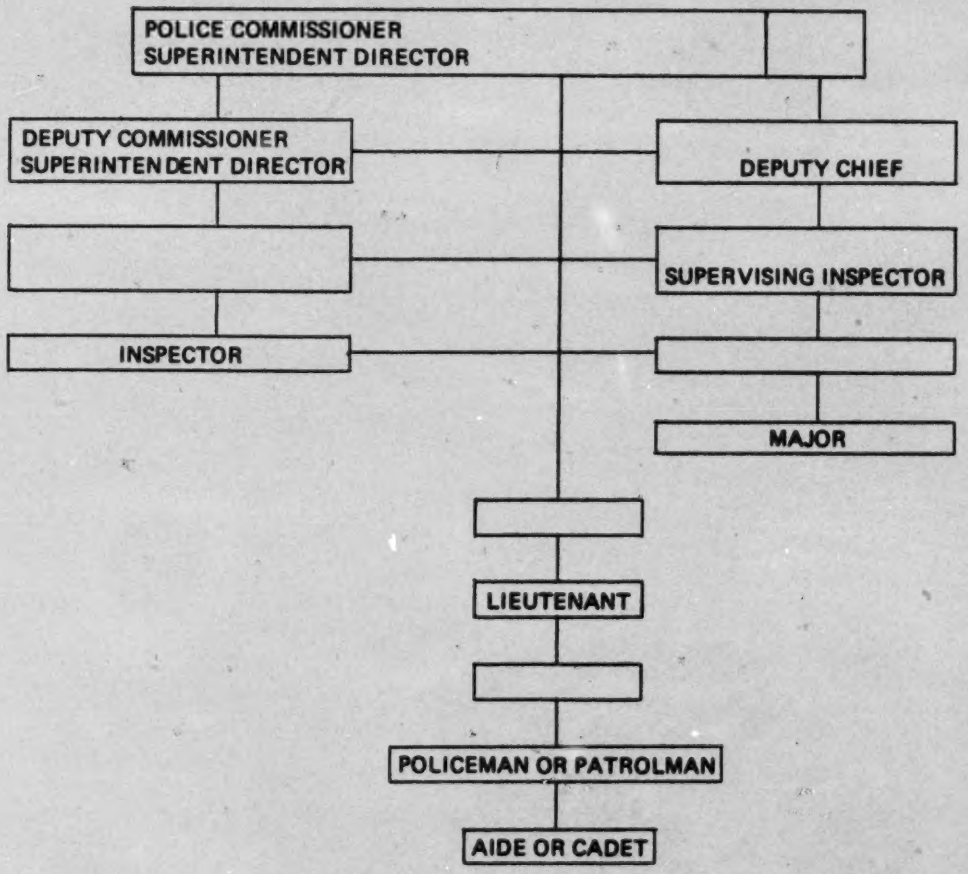
LAW ENFORCEMENT



A Typical Career Ladder – Law Enforcement

PUBLIC SAFETY, CORRECTIONS AND JUDICIAL SERVICES

Qualifications and Requirements

The job areas represented by protective services encompass a number of entry-level positions requiring only a high school diploma. However, many of these same positions have age restrictions which might prevent graduating seniors from entering the job directly from high school. As you prepare for this MOG early in the year you might want to find out about some of these special requirements and advise the students accordingly.

PUBLIC SAFETY, CORRECTIONS, AND JUDICIAL SERVICES

Qualifications and Requirements

The Public Safety, Corrections, and Judicial Services MOG includes many jobs in many areas. Each area is important and each has information and skills which are important to know about if you are interested in a specific career area.

WHERE AM I GOING?

By the time I complete this activity, I will have a basic knowledge of some of the qualifications and requirements for jobs in the Public Safety, Corrections, and Judicial Services MOG.

HOW WILL I GET THERE?	HOW WILL I KNOW . . .
1. Read the information on qualifications and requirements.	I will complete the self check activity.
2. Engage in role playing.	I will role-play a situation.

QUALIFICATIONS AND REQUIREMENTS

Careers in Public Safety, Corrections, and Judicial Services are becoming more specialized and as a result are requiring well-trained employees to fill the jobs. There is an increasing emphasis on education as the route to careers and career advancement. It has been predicted that a college degree for this MOG will be necessary for most workers by the early 1980's.

PUBLIC SAFETY

Police

State, county and city police generally require a high school diploma for entry into the profession. Many of the larger city departments are requiring a two-year college degree. Some departments provide police officers time and money to attend college while they are working. Many state colleges and universities offer course work in public safety and criminology. Some police departments have a police cadet program for high school graduates. Police cadets are similar to teacher aides or apprentice workers in other fields.

Jobs in most police work are civil-service positions and you must pass the civil service exam to join most forces. Police officers are provided with extra or "fringe" benefits such as medical insurance plans and retirement or pension funds. Most police departments require that you meet certain standards of physical fitness, height, weight, and age requirements. Twenty-one is the usual age for entering police work in most communities.

Most federal agencies (FBI, U. S. Marshall) require that you have a college degree. The requirements to be an FBI agent are expecially rigorous, often requiring either a law degree or a degree as an accountant.

Criminologists, who work on prevention and investigation of crime, use specialized methods to conduct their investigations. A criminologist has at least a bachelor's degree in criminology and often has a master's degree.

Crime laboratory technicians work with criminologists in investigating evidence. They analyze evidence and help to prepare reports for court cases. A two-year or four-year degree in science is required. To become a laboratory supervisor, a bachelor's or masters in chemistry or physics plus some work in criminology is generally required.

Firefighters

In most places, an applicant for a position as a firefighter must pass a written test, a medical examination, and a test of physical strength and ability. Applicants usually must be 21 years old and have a high school education.

Some large cities have schools for beginning firefighters. Beginners learn how to use the equipment, how to administer first-aid and how to work as a member of a team. Generally, promotions come from experience on the job and promotional exams. Firefighters are often civil service employees.

JUDICIAL SERVICES

Courts

The work of most court workers is in administration and record keeping. Court reporters record testimony at a trial or a legal proceeding. They record in shorthand or with special recording instruments and then prepare a written report later. Reporters have a business education background with at least a high school degree and experience.

The Clerk of Court is a court officer who performs administrative duties. The clerk files records such as the "docket" (list of cases). He issues the "summons" which calls people to appear in court, and the "judgement" which tells the person to do what the court has decreed. It is the responsibility of the clerk to certify as correct any records of court proceedings. Court Clerks must

have a high school degree, but one does not become a Clerk without additional training and experience. A two or four year degree in business and/or law education is helpful.

Judges are either elected or appointed to their positions and have three-year law degrees beyond their four-year bachelors degree. Judges also have considerable experience with state and federal law.

The demand for trained workers in Judicial Services will grow as courts continue to have larger and larger workloads. Most courts have more cases on the docket than they have trained people to work with them.

CORRECTIONS

Corrections

A correctional administrator who supervises a correctional institution has at least a bachelors degree in administration with some work in criminology and social sciences. A masters degree is often preferred.

Correctional officers and guards usually must have a high school diploma. Often, they must meet certain physical and personal requirements as well. Since these workers supervise juvenile and adult inmates, it is important that they receive some training in ways to work with people. Some correctional institutions provide this training for beginning employees.

Some correctional institutions employ caseworker aides and specialists. These workers work with treatment, training and rehabilitation programs. Caseworkers have at least a bachelors degree in social sciences (Sociology, Psychology, or Social Work).

Probation

Probation officers work with first offenders and pre-sentence offenders. Their work includes recommendations to the court as to the offender's term of probation and behavior while on probation. A bachelors degree in social science is required and additional work in criminology is often necessary.

Parole

A parole officer also must have a degree in social science, although a few former offenders (rehabilitated) are employed in these positions. Parole officers work directly with released prisoners in rehabilitation and adjustment to community life.

It is unfortunate, but true, that the growing crime rate in our country has opened up more jobs in Public Safety, Corrections, and Judicial Services. Each job family has career opportunities most people never even hear about. If you are interested, find out by writing for one or more of the following pamphlets:

"Careers in the Criminal Justice System"
The National Council on Crime and Delinquency
Continental Plaza
411 Hackensack, New Jersey 07601

Pamphlet BRE-38 "Law Enforcement and Related Jobs with Federal Agencies", and "Careers in Criminal Justice"
U. S. Civil Service Commission
1900 E. Street, N. W.
Washington, D. C. 20415

Also, from the United States Civil Service Commission are pamphlets entitled:

"Police Officer", "Police Cadet", "Federal Protective Officer", and "Can You Change This Man?"

Write to the:

Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402

and ask for BRE-69 "In Public Practice" and enclose 20 cents for your copy. All other listings are free.

Activity 1

Do not write on this form.

Objective: I will use my knowledge of jobs in the MOG to make a basic decision about some jobs I might like.

Materials: This MOG packet.

ACTIVITY

Steps or Procedures:

1. Using the section on career ladders which you have just read, choose two job titles from each job family.

2. Complete a form listing educational requirements like the one on the next page (or secure a blank form from your teacher) for each job title.

How will I know I've done it correctly? . . . I will take the completed work to my teacher for approval.

Activity 1 - p. 50	
Materials Be sure that students have sufficient copies of the form on page 51 in order to complete this activity.	**Purpose** Students organize, categorize and record certain requested information pertaining to each of the five job families of protective services.
Guidance Instruct students to use their DOG to help in completing the activity. You probably will want to hold a small group discussion with the students and discuss courses prior to their filling out the section on helpful courses. The "Would you like this job?", column is to be student opinion.	Modifications or Extensions None suggested

JOB FAMILY: Corrections	Minimum Educational Requirements	Basic Duties	High school courses which might be helpful to this career	Would you Like this job
Job Titles 1. _____ 2. _____				Yes _____ No _____ Why or Why not?
JOB FAMILY: _____ Job Titles 1. _____ 2. _____				Yes _____ No _____ Why or Why not?
JOB FAMILY: _____ Job Titles 1. _____ 2. _____				Yes _____ No _____ Why or Why not?

Activity 2

Do not write on this form.

Objective: I will play a board game in order to review my knowledge of this MOG.

Materials: Poster Board, index cards, MOG packet.

ACTIVITY

Steps or Procedures:

1. On a piece of poster board, mark off a grid of six squares across and six down like this.

D	A	D	B	D	D
C	B	D	A	C	C
A	A	B	A	A	D
C	A	D	B	C	B
A	B	A	A	B	A
D	C	D	C	D	D

2. Mark each square with a letter just like the sample shows.
3. Go through the MOG and write out 25 or 30 questions putting each on an index card. (The questions can come from self-check sections along the way.)
4. On the back of ten of the questions cards write the letter A. On the back of seven cards write the letter B. On the back of seven questions cards write the letter C. On the back of twelve questions cards write the letter D. You now have four piles of cards.

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Activity 2 - p. 52

Materials

Students will need to have a supply of poster board, 3 x 5 index cards and felt-tipped pens.

Purpose

This activity was designed to be an entertaining alternative to a self check review.

Guidance

The most difficult part of the activity will be the making of the question cards. Students should use self check and "let's check" sections to find questions. Other questions come from information presented in the reading sections. You will probably want to review question cards for accuracy. The questions with the highest value should also be the most difficult. You might wish to rank the questions according to difficulty adding some of high cognitive levels in order to add additional challenge to the game. Remember that there must be an answer key for all question cards.

Modifications or Extensions

None suggested.

5. A cards are worth 5 points
   B cards are worth 4 points
   C cards are worth 3 points
   D cards are worth 2 points
6. On the remaining cards write "wild card -- 1 point", "lose 3 points", "Final Exam Grade "A" - 5 points", and other chance statements.
7. Pitch a coin or other object on the game board. The player is required to answer the question in the square where the coin lands.
8. Any player may challenge another player's answer. If it is a correct challenger, the challenging player gets double points. If it is an incorrect challenge, the player loses double points.
9. Play until a player reaches 25. Everyone else plays to 25.
10. The winner is the first person to reach 25.

PUBLIC SAFETY, CORRECTIONS AND JUDICIAL SERVICES

Answer Key

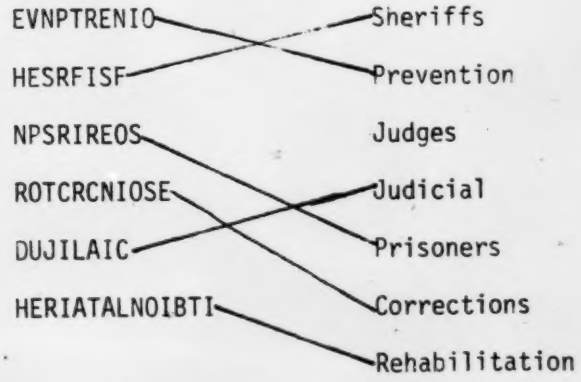
Activity 1 - p. 4

1.	A	6.	C
2.	C	7.	B
3.	C	8.	A
4.	B	9.	C
5.	B	10.	C

Activity 1 - p. 9

1.	X	6.	J
2.	O	7.	X
3.	X	8.	X
4.	X	9.	O
5.	X	10.	J

Activity 1 - p. 26



1. Prevention
2. Judges
3. Prisoners
4. Rehabilitation
5. Judicial